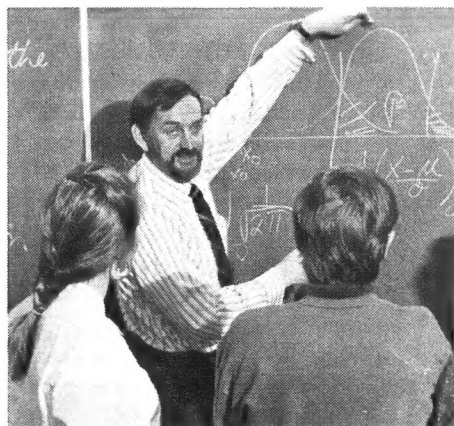


FOLIO

UNIVERSITY OF ALBERTA
2 OCTOBER 1992

FOCUS ON TEACHING

Students demanding the best



Facing the prospects of an ever-tightening job market, U of A students are demanding – and receiving – top quality instruction from teachers who are willing to go the extra mile. See page 9.

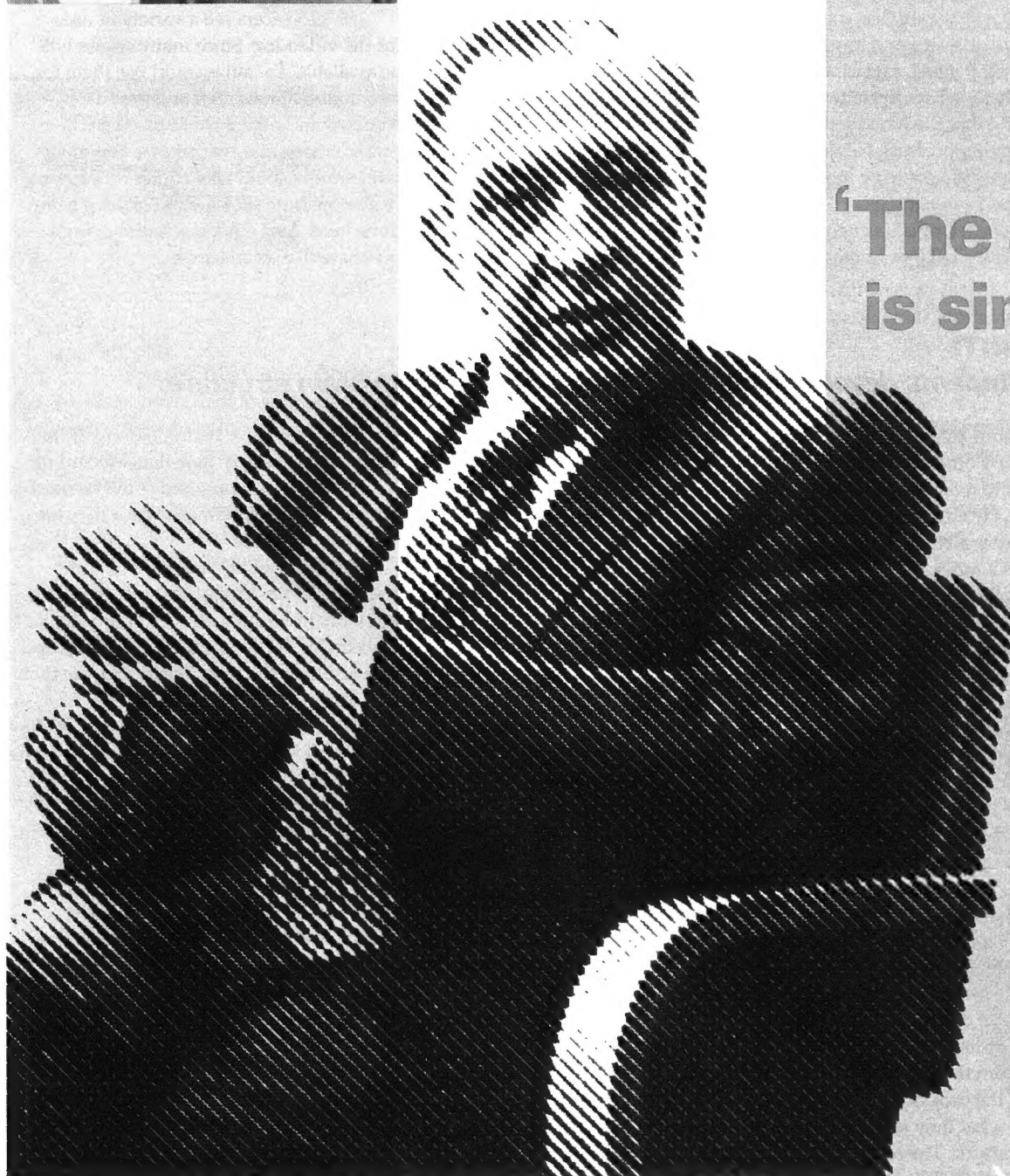
High-tech teaching

The University of Alberta is increasingly relying on high-tech solutions to meet its teaching demands. Computer-generated images of the brain and videoconferencing are just two ways the University is taking teaching beyond the traditional methods. See page 2.

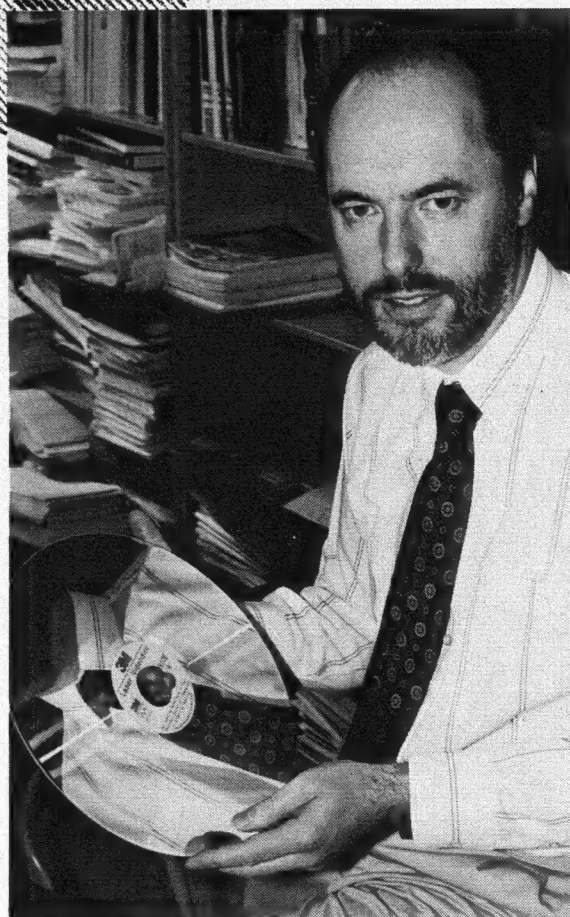
**'The aim of teaching
is simply to light a fire.**

**To be inspirational is
the civilizing mission, the
essential function of the
professor and the university.'**

Henry Kreisel, 1922-1991,
teacher, scholar and writer



RESEARCH AND TECHNOLOGY



Graham Fishburne (Elementary Education) says professional development is vital if teaching at the U of A is to improve.

'Darn! I'd love to see her teach ... but where will I find the time?'
Now, thanks to innovative videodisc, there's a way

"I'd love to drop into your classroom, but we both teach those introductory courses at the same time. And that seminar you have Wednesday evenings ... well, that's our home and school meeting night."

Sound familiar? You'd love to drop in and watch your colleagues teach—particularly those you know are dynamite teachers—and pick up some useful tips, but where do you find the time? Now, thanks to a project funded by the University Teaching Research Fund and supervised by Elementary Education Professor Graham Fishburne, a videodisc containing examples of effective teaching at the U of A is readily available.

The objective was simple: provide a resource that brought home to academic staff a number of practical examples of many of the suggestions and teaching methodologies explained at University Teaching Services sessions and elsewhere.

Sixteen exemplars from 13 departments are profiled.

UTS offers innumerable presentations and workshops throughout the year, many of which are designed to help teaching staff improve their teaching skills. Unfortunately, there are few opportunities to actually see practical examples of effective teaching strategies and methods that are being discussed, explains Dr Fishburne, a peer consultant for UTS. "I don't have a videodisc to show you ... but I can talk about these things. You don't actually get a chance to try these things. You don't get a chance for me to coach you or work with you.

"It's very rare that you can go to a presentation, take something from it, go away and implement it completely on your own in a totally different context, and expect it to work," says Dr Fishburne.

That's where the videodisc fits in to the equation. Dr Fishburne is hopeful that the new product will be used increasingly in the area of continuing professional development. One-shot workshops aren't enough. "It's got to be more than that ... and it has to be a continuous process," he says.

In fact, Dr Fishburne, who received the Rutherford Award for Excellence in Undergraduate Teaching in 1987 and the national 3M

Teaching Fellowship for Excellence in University Teaching in 1990, finds it somewhat curious that academics outside his own Faculty willingly share information about research, grants and journals, but that there is very little sharing of information on teaching. Why?

During the production of the videodisc, participants ended up sharing, talking and reflecting about teaching. They found that very invigorating, says Dr Fishburne.

The videodisc is user-friendly and has a number of advantages over other technologies. It's portable and pre-coded analysis allows for immediate access to specific examples. There's no rewinding or resetting. A second audio-track allows for analysis. It can be used anytime, says Katy Campbell-Bonar, an instructional designer with the Faculty's Instructional Technology Centre. Campbell-Bonar, along with graduate student Laurie Bowers, were key members of the design team.

The producers see a variety of uses for the videodisc. Since many copies will be available, Faculties could use them for orientation of new staff and graduate students and others could use them in presentations and workshops. Senior administrators could take copies off campus to demonstrate the kind of teaching being done here. And other institutions could purchase the videodiscs.●

A better way to learn

Psychology professors, students develop software package for teaching brain structure

When Psychology Professor Dallas Treit was a student, he, like many other undergraduates, had to commit to memory the various parts of the brain. He admits he didn't find the subject matter all that exciting. In fact, he says, it was a little dry.

But Dr Treit and colleague Michael Dawson, along with help from a graduate student and an undergraduate student, have developed a software package for the computer that will allow students to learn the parts of the brain at their own pace.

"This is not a boring way to learn at all," says Dr Treit, "and it's a very neat way to acquire knowledge."

Dr Dawson says students have been conditioned to sit through lectures, take notes and then review those notes later. "But with this system, the onus is on them. It puts a lot more of the demand to be educated on to the student."

Relying on funding from the University Teaching Research Fund, the project's participants have developed what they call an interactive neuroanatomy tutor. The equipment and software used in the pilot project—an Amiga 2000 microcomputer,

VCR, monitor, framegrabber, videocamera, Amiga Vision, Deluxe Paint III, and Deluxe Video III—were purchased with funding from the Natural Sciences and Engineering Research Council.

The program presents high-quality pictures of actual human brains. When the student points to a particular part of the picture with the computer mouse, the name and function of the region is provided. The selected region can then be explored in more detail by viewing additional instructional materials, including more detailed pictures, animations and additional written materials.

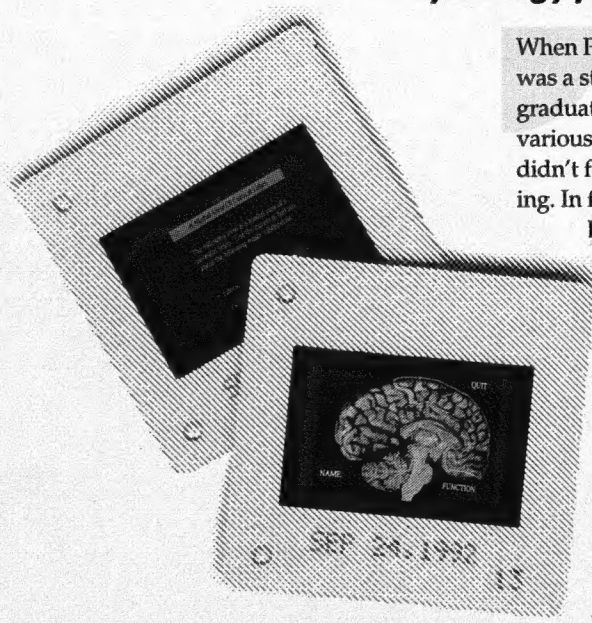
Besides providing a self-directed way of learning, the new computer program addresses an alarming problem facing neuroanatomy courses. "In order for students to learn about the structure of the human brain, it is important that they have 'hands-on' experience with actual lab specimens," explains Dr Dawson. "Unfortunately, continued use of these specimens causes them to deteriorate. Furthermore, changes in North American autopsy practices have made it highly unlikely that replacements for our current specimens will be readily available.

"The interactive neuroanatomy tutor would serve, in part, as a visual record of our current specimens, and could be used in place of such specimens when they are no longer available."

Psychology PhD student Christine Pesold, who has taught in the department and worked with Professors Treit and Dawson on the development of the computer tutor, says students like to regulate their own learning.

The team, which included undergraduate student Sarena Weil, wants to determine just how successful the tutor could become. "We would be interested in having undergraduate students interact with this system, providing us with their evaluation of its ease of use and its utility," Dr Dawson wrote in their funding proposal. "We would also be interested in having course instructors evaluate its impact on quality of learning. In all likelihood, this phase of the project would occur after the eight-month period for which we are requesting funds has elapsed.

"If it appeared that the system that we developed had some merit, at this point we would be applying for external funding to continue its development, and to request additional hardware for it to be introduced into our physiology lab classes."●



The visuals from the tutor can be produced as high-quality colour slides for larger groups of students.



Dance tests a little unnerving for some

Physical Education professors want to know what impact performance tests have on students

Physical Education and Recreation student Ginger Rogers has a performance test today in her Dance 100 class. She woke up this morning feeling a little anxious, and as she made her way to class that anxiety intensified. Funny, she thought, she didn't usually feel this way before her other performance exams.

It's this feeling of unease, specifically related to dance performances, that Marsha Padfield, who teaches the Dance 100 course, and a colleague, Brian Nielsen, are interested in exploring.

They've received a measure of financial support from the University Teaching Research Fund to examine and conduct a study on the use of performances in dance as a means of evaluating students and just what effect that has on the students' psychological state.

There's nothing uncommon in the Faculty—or for that matter in other Faculties—about using performance tests to evaluate students' learning. In this case, however, students must perform dances as part of the requirements of the Dance 100 course. Most of the learners see the class as somewhat of a novel environment.

"There's really not much known about how students feel about being evaluated in this way," says Dr Nielsen. "But if we begin to know more, perhaps we can structure the tests and time them more appropriately." There may in fact be ways of reducing stress and enhancing learning.

Both researchers know that students may experience a variety of emotions as a result of these performance tests. Some may be quite comfortable, while others may feel extremely uneasy. But evidence suggests that students who demonstrate other physical skills with a good deal of poise do not carry that same assuredness to dance settings. And for that reason alone, the phenomenon warrants further investigation.

Drs Padfield and Nielsen want to assess the immediate and long-term impact of dance performance tests upon selected psychological variables, including anxiety, confidence, satisfaction, sense of achievement and comfort.

Students are examined on four dances: folk dance, jazz dance, modern dance and social/ballroom dance. Each of these performances will be studied. The students will be asked a number of questions before those performances in order to measure their anxiety, comfort and confidence. After the performances, the students will be debriefed by a member of the researchers' interview team. The students will then be asked just how they feel about their performances. Do they feel relieved? Were they embarrassed? Are they proud of their performances?

Drs Padfield and Nielsen already have some evidence that students' attitudes about the tests vary according to gender and background. What they don't know is whether or not students with some prior experience react differently than students with no experience. And what role does attitude play?

Dr Padfield points out that many of the students are incredibly skilled in other physical endeavours, but the playing field is levelled when they take dance. She says it gives the students a better understanding of what it's like to start from scratch and have to learn new skills. That will serve the students well. Many of those students will have a greater appreciation for the students they in turn will teach.●

Technology zaps teaching into 21st century

Calling Calgary ... how's that assignment going?

Videoconferencing. It used to be simply a buzzword. Now, however, professors around the province are using the technique to deliver education to students.

Although still in its infancy as a teaching method in this province, that hasn't stopped the transportation experts in the Departments of Civil Engineering at the Universities of Calgary and Alberta from deciding that it just may be a viable way to deliver education and combine expertise in both universities.

This fall, professors in both departments are using AGT videoconferencing facilities in both cities to deliver a 14-week course in Advanced Topics in Transportation Engineering and Planning. Half the students will be in Edmonton and the other half in Calgary.

The technology will enable the two classrooms to see and hear one another—even though they're more than 300 kilometres apart.

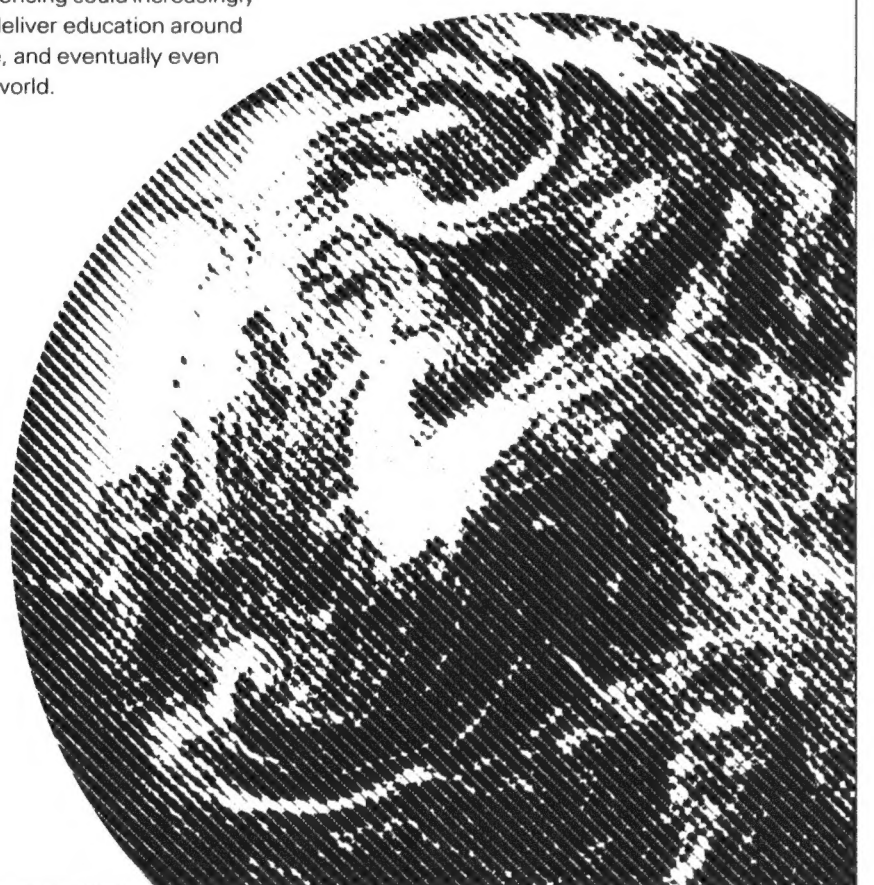
According to Bill Sproule (Civil Engineering), neither university's graduate program in the area is large. This is an opportunity to combine the two groups' expertise, he asserts. And in a climate of dwindling resources and budget cuts, this is one way of helping to maintain strong graduate programs. Seven instructors will deliver lectures.

"We want to determine what works and what doesn't, and pass on those lessons," Dr Sproule says. For example, various teaching techniques will be used with the technology and, of course, the mechanics of testing will be examined.

From AGT's point of view, the technology has great potential in education circles, so the company is anxious to hear what the two universities have to say. It's kicked in the costs of operating the facilities and the linkup costs.

Some of the other Faculties which have been, or are, involved in distance education through the use of videoconferencing are Arts, Extension and Nursing.●

Videoconferencing could increasingly be used to deliver education around the province, and eventually even around the world.



LAB LEARNING

'Don't medicate, preparate!' is one professor's teaching motto

Laboratories should be fun, says Botany teacher

For many graduate teaching assistants, the laboratory can be a challenging, perhaps even frightening, place. Recently, however, one of this University's best teachers advised a group of teaching assistants how to tackle what for many will be their first teaching assignments.

Be clear about the point or points of the lab. Attend the lectures if possible so you'll be more familiar with the material, says

David Cass (Botany). And try to make a connection between the material covered in the labs and lectures.

Pre-lab talks should be brief, clear and organized, he says, adding that the experimental techniques should be demonstrated accurately. "You must also convey the sense you're an expert," he says, cautioning that the best response to a question is an honest one. "If you don't know the answer to the question ask the student to give you 24 hours, so that you can find out the answer."

Labs are supposed to develop students' observational skills. They're about discovery. And they're a great opportunity for students to engage in small-group learning. They can also be fun and exciting, says Dr Cass. "Be excited about the material. Take pleasure in helping students," he urged the GTAs. "And if a student makes an exciting observation, encourage others to see what's happened." ●



'Labs are
about
discovery.
They're a

great opportunity for students
to engage in small-group learning.

They can also be fun
and exciting.'

Training those who'll train others

Project aims to help tutorial assistants gain teaching skills

Many students at the University of Alberta take introductory science courses. And many of those same students spend a great deal of time learning from tutorial assistants.

Now, with financial assistance from the University Teaching Research Fund, Botany Professor John Hoddinott and graduate student Elaine Gordon are developing a peer tutorial assistant training program for laboratory science. In short, they want to improve the quality of tutorial assistant teaching in the department—and if the project's successful, they're hopeful other departments will follow their lead.

The scholars want to establish a program based on peer coaching and mentoring, and they want to establish a more systematic approach to training tutorial assistants.

The first step and a major objective of the project is to train a group of tutorial assistants, so that they in turn can train others. Once they've acquired appropriate teaching skills, they can pass those skills on from year to year.

"In the process, the TAs will acquire skills that will assist them in future careers, and the program will satisfy one of the recommendations of the [Association of Universities and Colleges of Canada's] Commission of Inquiry on Canadian University Education," Dr Hoddinott outlines. In that Report, the author, Stuart Smith, suggested tutorial assistants be given obligatory training in modern teaching methods before they're called on to teach university students.

Dr Hoddinott, who was generally impressed with Dr Smith's 1991 Report, points out that there is a second important aspect to the project. "When you look at trends in education, particularly in the high schools of Alberta, there's an increasing emphasis on active learning, a much greater emphasis on using the information.

"In the vast majority of departments, first-year students at the U of A are going to end up in classes with hundreds of other students, so we're going to continue to rely heavily on lecturing to large numbers of students," he says, explaining that there simply isn't the money to do otherwise.

It's in those laboratory settings where students learn to apply the information. "And this is one time when students are in smaller groups and they're able to do much more in the way of working with the information that they've been given. The faculty members can't possibly get around to 20 or so lab sections associated with large courses."

Dr Hoddinott says that's where tutorial assistants come in.

"Working with that information has to be coordinated by the TAs. How do you tell them what to do? And how do you prepare them to do it? That's where this project comes in," he says, adding that the objective is to train TAs to a point where they feel comfortable in an active learning environment. Furthermore, with a well-trained TA guiding students, it's more likely students will have better learning experiences, rather than simply conducting "cookbook exercises" that the students will not likely internalize anyway.

Over time, a database will be developed.

There are broader, system-wide, implications as well. If students in high school have experienced more hands-on, active learning, and then are exposed to familiar teaching strategies in the study of science in university, it's possible they won't find the transition from high school to university as stressful. They'll be on familiar ground and should feel confident.

Gordon will coordinate the project this year. "The purpose of this project is to determine how effective this sort of scheme can be," explains Dr Hoddinott. "At some point in time, the department will have to determine whether it's worth devoting half a TA's support to coordinate the training program." Dr Hoddinott, who has peer consulted with University Teaching Services and worked with Amnesty International's membership education program, organized on peer coaching methods, says he's seen peer coaching work very effectively. "I'm convinced of the power and validity of that kind of an approach."

"We'll be stressing the importance of meeting the needs of first-year students," says Gordon.

"Many TAs are potential faculty members," Dr Hoddinott says. "Many will end up in positions where they'll be doing teaching and research. TAs become part of the culture of research. There's a danger that TAs become, in their own minds and in those of faculty, research associates rather than teaching associates. I think we have to guard against that happening. They're very important components of our teaching effort," he says, adding that this shouldn't be considered a de-emphasis on TAs' research activities.

The program may have longer-term, career implications for TAs. Some TAs become faculty members. Others go on to work in other postsecondary institutions and in secondary schools. The teaching skills they learn at university are transferable. "And by making TAs more aware of their own potential and by developing those teaching skills, the teaching profession becomes more attractive. It becomes a real career option." ●

*"I remember my first
year as a TA. It's like
being
thrown
into a fire
without
an asbestos
suit on."*

Chemistry Department improving the lab component

Undergraduate laboratories demand a lot of time, money and effort. That's why Chemistry Professor Josef Takats and Faculty Service Officer Margaret Ann Armour want to make sure students are receiving the best possible experience they can get.

Drs Takats and Armour have been awarded funding from the University Teaching Research Fund to improve the laboratory experiences of undergraduates in large introductory general and organic chemistry courses.

"Chemistry is an experimental science and students must have the opportunity to discover for themselves how scientific inference is founded upon quantitative, verifiable, experimental facts," the professors explain.

"The difference between the Science Faculty and other Faculties is that Science has a laboratory component, whereas other Faculties have field components," says Dr Armour. "We have to create hands-on experiences for students. The sciences are experimental and one of my greatest concerns is that we sometimes lose sight of

that. We tend to see it as a body of fact developed over a period of years and we simply take those facts and share them with students. That's not a complete picture of science. We have to give students the opportunity to learn how some of those facts were arrived at."

That's a big job in a university this large. Consider, for example, that the Department of Chemistry instructs more than 3,000 students in those courses.

"Increasingly, universities assign people whose main tasks are developing experiments and coordinating labs. Sometimes it's a faculty person, sometimes it's a particular position that's created."

The laboratory is to some extent an artificial environment, she explains. In the past, bright young people would simply go to work for chemists. Dedicated chemists' enthusiasm would rub off on apprentices. Now, the place where that should take place is, to a great extent, in university labs.

But exactly how do Drs Takats and Armour hope to improve laboratory experiences? First, laboratory coordinators will be trained more thoroughly to be able to handle their responsibilities. Graduate teaching assistants' teaching skills will be improved. This year, a general teaching assistant orientation was held for TAs. And every week a workshop for TAs will be conducted by lab coordinators Tom Davies and Lois Browne at which the more technical aspects of the labs will be emphasized and explained.

Dr Takats says that although the sessions are in their infancy, TAs will learn much more quickly how to be more effective teachers, especially by seeing some of the more senior TAs. "The end result is that students will benefit more quickly."

Richard Nagorski, a PhD student who has been a TA for four years, says the orientation provided an opportunity for him to examine some of his own teaching methods and pass on helpful advice to the more junior TAs. "I remember my first year as a TA. It's like being thrown into a fire without an asbestos suit on."



Making laboratory experiences better for students is the goal of chemistry professors' project.

A one-day workshop on the first-year laboratory, held in conjunction with the annual conference of the Canadian Society for Chemistry, featured an exchange of ideas among Canadian experts.

In the first-year courses, the department has about 20 students per laboratory section; for 3,000 students that means there are 150 three-hour laboratories every week, each supervised by a teaching assistant. The coordinators are expected to collect resource materials on improving the effectiveness of graduate teaching assistants and to develop a series of training sessions to enhance the teaching skills of TAs.

Part of Drs Armour and Takats' project involves the development of microscale experiments for several of the department's very large first-year classes. "On this scale, the quantities of chemicals used in the experiment are 100 milligrams or less. Currently, most undergraduate experiments use five- to ten-gram quantities of starting materials," explains Dr Takats.

"It's been shown that the introduction of microscale experiments in first-year courses is pedagogically very successful. Students find the experiments fun to perform and they demonstrate chemical principles as effectively as their macroscale counterparts."

Finally, the two professors want to establish a database of videodiscs and videotapes and develop lecture demonstrations related to laboratory experiments to be used to augment lectures. It's not always easy, for example, for students in large classes to see small pieces of equipment and crucial manipulative details. And it's difficult to describe experimental techniques to students unless they've already had laboratory experiences. ●

Understand yourself... through the consideration of very large ideas

'Make a life – it's more important than making a living,' says education professor

Good teachers know that serious learning occurs in an environment where students feel safe, secure and respected, says one of this University's most outstanding teachers.

Educational Foundations Professor David Wangler says it's important that students' ideas be considered and seriously discussed. "That doesn't mean complete acceptance," says Dr Wangler. But it does mean debating and finding out why students hold the views they do.

"One of the things you see in a lot of classrooms," says Dr Wangler, who has done a good deal of peer consulting for other faculty, "is a fair amount of fearfulness and anxiety. Part of that is a function of the fact that schooling is set up in a

fairly competitive environment. If you can eliminate or at least diminish that fear to the point where people will actually tell you honestly what they think, that greatly enhances what can happen in the classroom."

That's a difficult job, the 1987 Rutherford Teaching Award recipient acknowledges. When you say to students "I really want to know what you think," they know in many cases that that statement is not valid. Dr Wangler treats everyone's ideas with consideration—although he hastens to add that he's not interested in accepting all ideas as valid. He also invites students to fulfill writing requirements by writing two- and three-page reactions to books, discussions, films and articles.

In the context of discussing the great educational thinkers and philosophers, that has payoffs. "The real payoff is that students come to understand themselves through a consideration of very large ideas," says Dr Wangler, who teaches the ideas of Plato, Rousseau, Dewey, Aristotle, Skinner, Freud and others. "I believe that there are absolute truths."

Moreover, he wants his students to experience those ideas by reading original texts. "I don't like textbooks."

Dr Wangler has a few other tactics in his teaching arsenal. In one of his classes, after about two weeks of discussing Platonic ideas, without warning, in walks a man dressed in a toga. "Wangler couldn't be here today," he announces, to a few guffaws.

But while costumes and styles may not easily transcend the ages, Dr Wangler does hope to convince his students that there are ideas and truths that do. At a time when many students believe that some-

thing is true because they believe it's true, Dr Wangler contends, "Most good teachers don't believe that."

Dr Wangler says by far the most serious criticism being levelled at professors today is that of Saul Bellow, in his introduction to Allan Bloom's *The Closing of the American Mind*. Bellow states that something is seriously wrong with the way professors are trained when they begin to want the same things, such as material wealth, prestige and status, as people outside universities.

He considers himself privileged to be a university professor—a job he states is the best there is. And although there are privileges that go with the job, there are also big obligations, ones he takes seriously. "This allows us to develop our own minds—and if you're serious about this—it then allows you to share that knowledge with others." Good teachers have an endless desire to want to become more intelligent and a genuine concern for the welfare of their students.

"The research is important, but the most critical thing a university can do is to share ideas. It seems to me, that an institution which is devoted to the search for truth is a necessary—if not critical—part of a modern society," says the outspoken critic of the deconstructionist movement. "But if truth is a function of what you believe it to be, then it seems to me that you don't need universities at all, because the great conversations that are rational, true and worthwhile will then be ended."

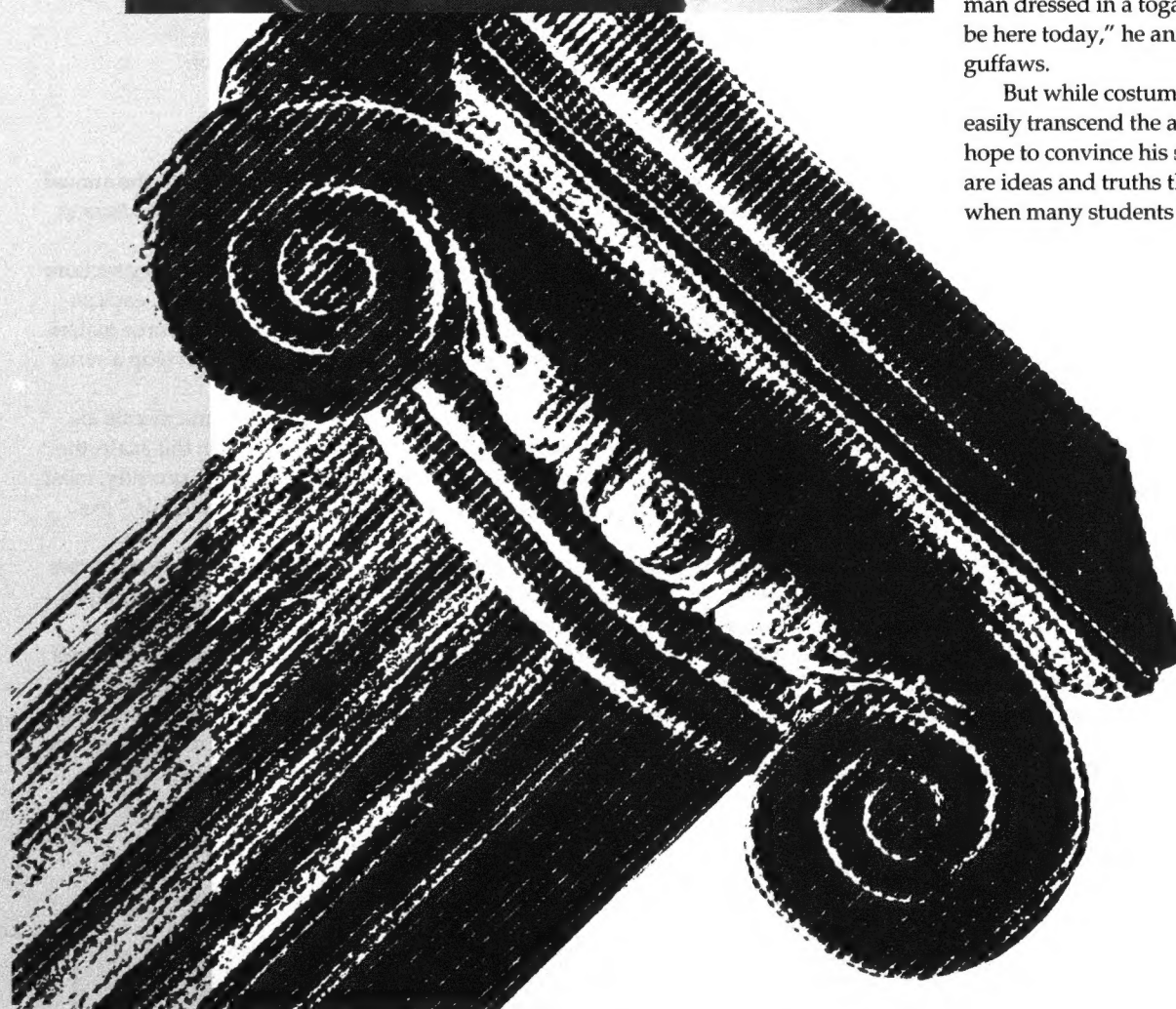
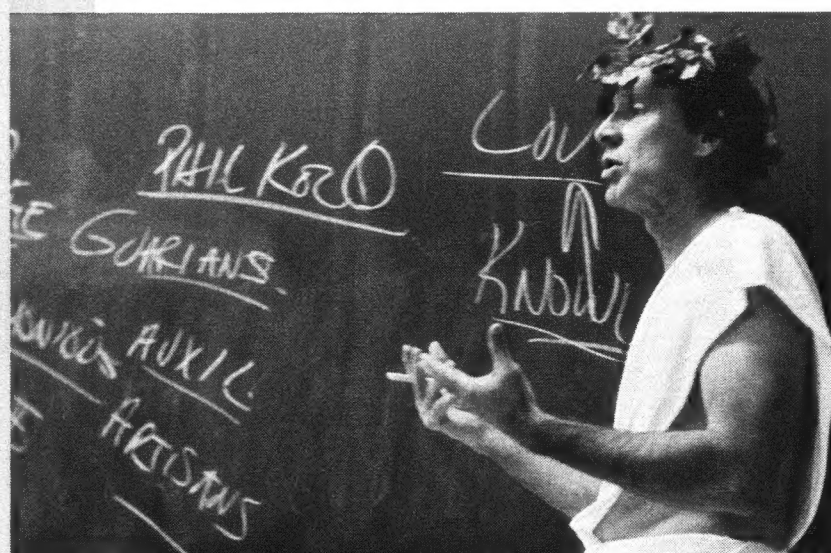
Like many other teachers, Dr Wangler faces some real challenges in the classroom. Large classes, however, are not overwhelming. In fact, he says, "I've found that the classes I've enjoyed the most, and in which a fair amount of learning goes on, are the large ones. In classes of 45 to 50 students, I try to run them as discussion/dialogues preceded by a 10-minute lecture."

And in those groups, Dr Wangler says good things can happen, particularly when there's a mix of different age groups. "There are a lot more mature students on campus, especially in this Faculty. They're prepared, they write well, they're not easily snowed, they have real objections and they have a fair amount of life experience."

How does Dr Wangler deal with undergraduates who are primarily driven by the desire to get jobs, and who treat their experiences in the Faculty as simply a means to an end? "I want to say to them that there are more important things in life than simply making a living, and one of them is learning how to make a life. That's more significant than simply making a living. I understand that younger students want jobs, and the safety and security that that provides."

"One of the things a four-year undergraduate program can do is to force people to consider the alternatives to the North American notion that if you have a house and car you're successful," he says. ●

David Wangler wants students to understand that there's more to life than having a car and a house.



Business means business on teaching front

Business means business when it comes to teaching. And that recognition of good teaching within the Faculty has brought it institutional and national recognition. Take, for example, the fact that the Faculty of Business can boast of three recipients of 3M Teaching Fellowships, the most prestigious teaching awards Canadian university professors can receive. Roger Beck (Marketing and Economic Analysis) was awarded the Fellowship in 1986. Ray Rasmussen (Organizational Analysis) received it a year later. In 1990,

Jim Newton (Accounting) claimed the national award.

Business professors have also been honoured by the University for their outstanding teaching. The Rutherford Award for Excellence in Undergraduate Teaching is a singular honour that has gone to Dr Beck (1982), Chris Janssen (Finance and Management Science, 1983), Jim Dunn (Marketing and Economic Analysis, 1984) and Dr Rasmussen (1988).

In the early 1980s, the Faculty, conscious of the need to recognize its outstanding teachers, established the JD Muir Award for Distinguished Teaching. Recipients were selected by the Faculty Salaries and Promotions Committee. Boyd Harnden (now retired) received it in 1986 and was followed by Dave Jobson (Finance and Management Science, 1987) and Peter Tiessen (Accounting, 1988).

The JD Muir Award was replaced in 1989 with the Labatt's Award for Distinguished Teaching. Now recipients are selected by a committee made up of student and faculty representatives and a representative from Labatt's Brewery. Each year an outstanding teacher is chosen from both the undergraduate and graduate areas. In 1989, Dr Janssen received the undergraduate Labatt's and Dr Newton received the graduate Labatt's. In 1990, Terry Daniel (Finance and Management Science) received the undergraduate Labatt's and Dr Jobson received the graduate Labatt's. And in 1991, Dr Rasmussen received the undergraduate Labatt's and Dr Beck received the graduate Labatt's.

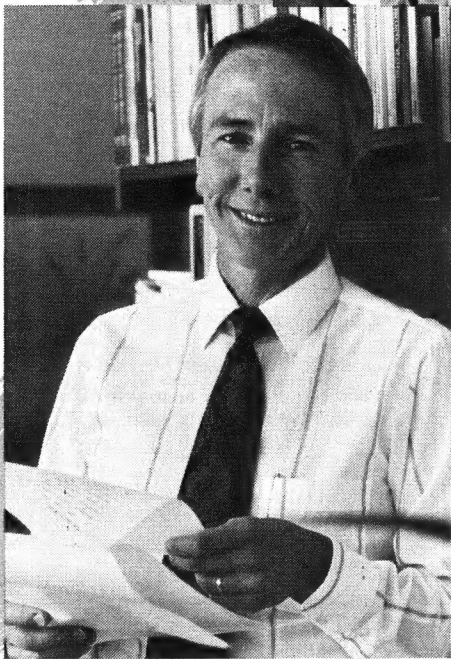
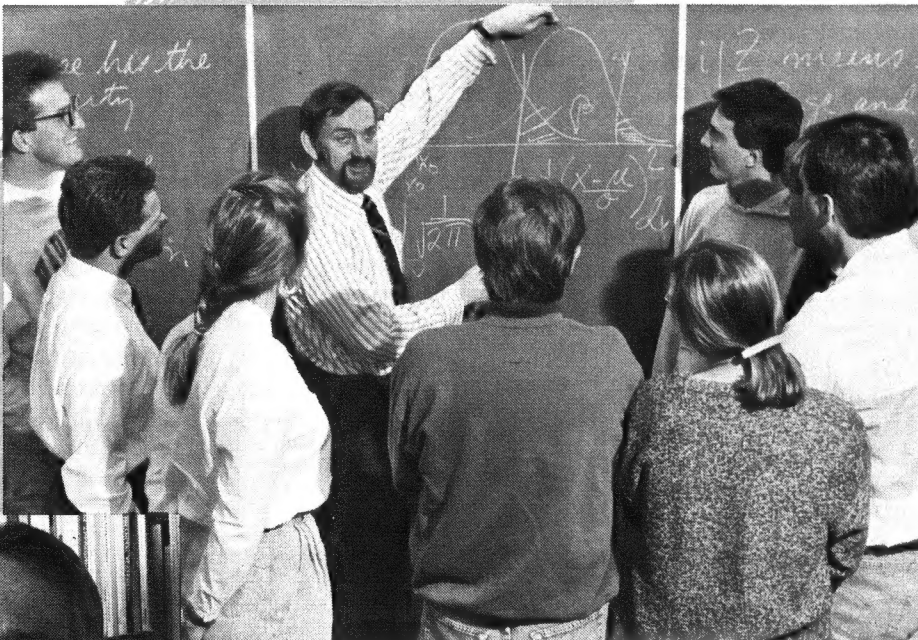
Then in 1992, the Labatt's Award was split into three components. The undergraduate and graduate awards are chosen by student committee and the Faculty award is chosen by faculty for professors who demonstrate long-term contributions to teaching. This year, Dr Beck received the undergraduate award, Acting Dean Rodney Schneck received the graduate award and Dr Tiessen received the faculty award.

Also this year, Accounting Professor Mike Gibbins, one of the University's finest teachers, was awarded the LS Rosen Outstanding Educator Award for 1992. The award is made to Canadian accounting professors for their outstanding contributions to accounting research and education.

"I've been here about 27 years and we've always emphasized good teaching," Dr Schneck says. "It's been part of the culture and the Deans [Hu Harries, Ted Chambers, Roger Smith] have reinforced it. When we hire people it's expected that they teach well."

Dr Schneck teaches two courses (one each term) himself, and believes that it's important symbolically for administrators to teach.●

Professor of Finance and Management Science Chris Janssen is one of the Business Faculty's finest teachers.



Mike Gibbins: growing and changing along with his subject. He was recently awarded the LS Rosen Outstanding Educator Award, the most prestigious award made to Canadian accounting professors. The award, sponsored by the Canadian Academic Accounting Association, is given annually to recognize excellence in contributions to accounting research and education.

Even the best get nervous

Every year, before the term begins, Accounting Professor Mike Gibbins has a standard dream. It goes like this. First, he's so busy that he never quite gets to his classes on time. Second, once he does make it and is standing before his students, he's suddenly aware of the fact that he doesn't know what he's talking about. There, sitting in the front row, are professors Dr Gibbins has had as a student.

Ahhhhhhhh...

"I'm always a little bit on edge when I go into classes, because I'm never quite sure how things are going to go," says Dr Gibbins, who holds the Winspear Foundation Distinguished Chair in Professional Accounting. "I feel that's quite healthy."

"Partly to get around that, I use a lot of cartoons and jokes, partly for the students' benefit, but partly for my benefit, too. It helps me get over my nervousness at the beginning of each class."

"Teaching feels the way it must feel to be an actor on the stage," says one of the University's finest teachers. "When you're standing in front of a room with 30 or 400 people, there's an electricity in the room that you can feel—positive or negative. Often, I'll attempt an explanation and realize it's not working. You can feel the energy draining out of you when that happens. But when things go well, it's the most marvellous experience."

Students, clearly, think things do go well in his classes. He's been awarded the Commerce Teaching Excellence Award, while at the University of British Columbia, he's the 1985-86 recipient of the Graduating Class's teaching award, Faculty of Business, here at the U of A, and the 1987 recipient of the U of A Accounting Club's first Distinguished Professor Award. More recently, his teaching excellence has been recognized by his peers from across the country.

Like so many distinguished teachers on campus, he's also carved out a distinguished research career. His major research interest involves behavioural, decisional and judgmental aspects of accounting and auditing.

For Dr Gibbins, the two functions, teaching and research, are inextricably linked.

"If the University becomes so oriented to the publish or perish kinds of research pressures, then the teaching, although it can still be enthusiastic, tends to shrink into course by course situations ... and the ability of programs to fit courses together and produce some overall package for students diminishes."

"I think it's a valid criticism that research pressures may have interfered with our ability to be real scholars about our subjects as teachers," says Dr Gibbins. Business schools, on the other hand, have another problem. There's not enough research going on, and business programs in Canada are heavily staffed with part-time people who are trying to do a good job of teaching but aren't connected to the university's research effort.

"So they have trouble bringing their subject to life as an academic subject and transmitting to the students the core intellectual content of what's going on."

"We've created a distinction between research and teaching that I think is a grand mistake," says Dr Gibbins, who is the editor of the Canadian journal, *Contemporary Accounting Research*. "I think teaching and research are the same thing. If I'm the world's expert on South American butterflies, and if that's my research enthusiasm, it seems logical to me that that ought to spill over into my teaching enthusiasm."

"By and large, the better researchers and better teachers are the same people. So I don't like to see them treated as two separate things, because they're all part of the scholarship. Universities may be losing an older, integrated view that a scholar was someone who knew the subject and who could not only explore the subject but explain it to others and make sense of it."

"A good researcher ought to be able to write articles for the *Edmonton Journal* explaining why his or her research is interesting ... or explain to first-year students why they ought to pay attention to South American butterflies. Here's why I'm so excited about them."

Continued on page 12

'We're not only teachers!' Botanist's teaching and research interwoven in university setting

For the past year, a debate has taken place on university campuses across the country. That age-old debate about just what sort of a balance university professors should strike between their teaching and research roles has once again resurfaced, this time spawned by independent commissioner Stuart Smith's 1991 Commission of Inquiry on Canadian University Education.

"One of the things that upset me the most about the Smith Commission was the idea that we not only could be, but should be teaching a lot more than we are," says David Cass (Botany). "I would not want to see that implemented."

That is not appropriate in a university, where we teach *and* do other things that will influence our teaching, Dr Cass asserts. The recipient of the Faculty of Science's 1988 Award for Excellence in Teaching and the 1990 Rutherford Award for Excellence in Undergraduate Teaching says, "Research is an integral part of my teaching."

"They fit together beautifully. I work with maize experimentally, and when I talk about maize in my economic botany class, there's instantly a connection. I don't have to describe the experimental details to let my students know why I'm interested in maize for this little package of reasons."

Universities have to address external critics' complaints, by explaining how research contributes considerably to teaching and the improvement of teaching, says Dr Cass.

Conveying that research to students is a matter of judgment. "It depends a lot on the level of course. In higher level undergraduate courses and graduate courses, it's sometimes appropriate to talk about research flat out, as long as it's appropriate and relevant. In the lower level courses, one has to be a little more careful. Sometimes, research activity is distant from the hard-core material in that class."

"There have been criticisms occasionally of people who walk into classes and talk about only their research. We have to be careful. It may be possible that the research may be fairly relevant, but you've got to establish that relevancy in an honest and sincere way," says Dr Cass.

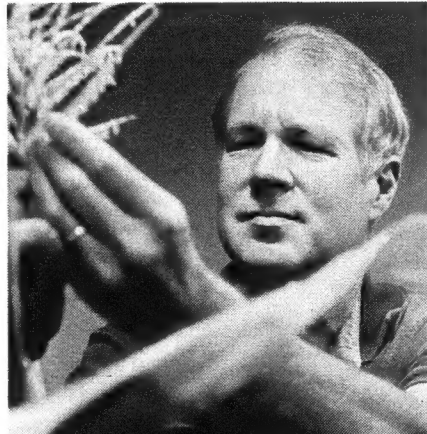
"It is true that the rewards for research, monetary or otherwise, are fairly well-established now, and those for teaching are lagging behind. This University is working on that, but we've got more to do."

Dr Cass says that to survive at the U of A happily, whether you have tenure or not, you have to be a productive researcher.

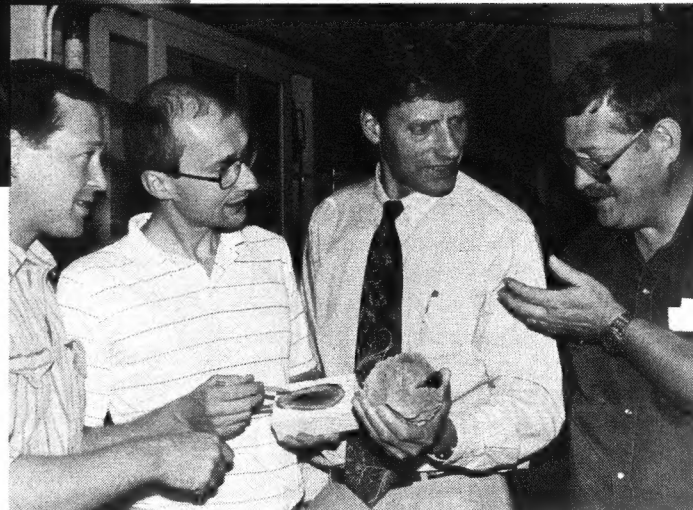
"But when I have a class to teach, that's my first obligation. 'I think to do both things well requires much better time management than ever before.'"

Dr Cass believes it's a question of balance. New staff members, for example, can be given first-year teaching assignments and sometimes they're not clear what the rewards are and what the purpose of the course is. "Those people are under the gun. They're trying to get their research programs started and they're worried about tenure. We need to put people in those beginning classes who have an overview of the field and can spend a little extra time to do it properly."

If the University can do that and reduce those first-year class sizes to about 100 students, more students will be excited by what they're learning and attracted into programs, he predicts.■



Botany Professor David Cass explores the world of maize in his laboratory. Ultimately, that research interest feeds the teaching realm as well.



Create and disseminate—scholar's dual role 3M Teaching Fellow great believer in student evaluations

The very survival of the University depends on how committed professors are to teaching, says Fred Vermeulen (Electrical Engineering), the recipient of many internal and external teaching awards.

"It's in our own self-interest to ensure that alumni look back on their years at the University of Alberta as fantastic ones, feeling that they wouldn't have missed it for the world," says Dr Vermeulen. "At a time of shrinking resources, we will come to rely increasingly on the good will of our alumni. We want those students to continue to feel that the University is a very important part of the community."

Clearly, if student evaluations count for something, students will indeed remember Dr Vermeulen's courses. A strong proponent of student evaluations, he says they're crucial to total quality management and help to identify problems where they exist.

Students, in his courses, have consistently rated him highly. His colleagues have

base. That's propelled me through my university and into a career. I've benefited an enormous amount from effective teachers."

Bad teachers were also influential. Dr Vermeulen first enrolled in one branch of engineering. "What interested me to begin with no longer interested me at the end of my first year, because I didn't receive particularly effective instruction. So I can see a teacher can have an enormous effect on a person."

Dr Vermeulen really didn't give the matter much more thought until he had to give an oral presentation at another university while he was completing a master's degree. "I spent a lot of time preparing it. It came across extremely well and I received a lot of positive comments from professors afterwards. I thought I could do this." At that point, he considered a teaching career more seriously.

Now, he looks forward to walking into classrooms. "I particularly enjoy trying to

From left to right, PhD student Bruce McGee, research associate Peter Stroemich, Electrical Engineering Professor Fred Vermeulen, and research technologist Jim Fearn discuss their research on new technologies which will enable industry to remove contaminants from the earth.

also recognized his outstanding teaching abilities. Among others, he's been awarded the engineering undergraduate teaching award twice, a Rutherford Award for Excellence in Undergraduate Teaching in 1983, the Institute of Electronics and Electrical Engineers Centennial Teaching Award in 1984 and the national 3M Teaching Fellowship in 1990.

"It's nice to be recognized, but I think there's a lot of committed teachers here and sometimes they don't always receive the kind of recognition they deserve," says Dr Vermeulen.

He says good teachers in university settings have to be knowledgeable, well prepared and have a genuine interest in students. "If all those things come together, it's very easy to be a good teacher."

He acknowledges that it's a bit unfair to point fingers at individual professors for poor teaching. There are systemic problems. "In North America, we seem to have drifted into this system in which we've forgotten that we're not only supposed to be creating knowledge, but disseminating it as well."

He remembers his own student days and just how much of an impact good and bad professors can have on students. "I had some very good teachers during my high school years and undergraduate years. I felt that some of my teachers made learning very simple and stimulating, and they helped me to create a solid knowledge

explain difficult concepts. How can I explain it? What analogies can I use? Can I use a simple model? And if I've come up with a way of presenting a concept effectively, I can't wait to get to the classroom," says Dr Vermeulen, pointing out that many of the department's courses deal with many concepts and principles. "One has to help them form a 'concept map', so they can relate the different concepts to one another. It all has to be tied together."

"Doing research really provides the ultimate familiarity with the subject material. This enormous depth of understanding permits professors to prepare lectures in a more effective way. Talking about the importance of research in a classroom does make the students aware that a professor in a university has a dual role. We create knowledge as well as disseminate knowledge."■

More PROFILES on page 12

Jobs, jobs, jobs ... that's what students worry about Students expect their professors to be organized

Many University of Alberta professors have no doubt that the increasingly competitive and worrisome economic climate is having a big impact on their students.

"Many mature students [now a significant percentage of the student body] are extremely motivated," says Barbara Paulson (Educational Psychology). "They've made a lot of financial sacrifices to get here, they're more demanding, more assertive, and they expect more from their professors."

As long as professors teach efficiently and effectively, mature students are satisfied, but they can quickly get fed up with disorganized professors, she says. While younger students tend to keep their dissatisfaction to themselves, mature students are more likely to complain. Moreover, mature students have a wealth of worldly experience upon which to challenge ideas espoused in the University.

"The single most frequent complaint students express is: 'He was totally disorganized,'" says David Cook, the Faculty of



SU working with University to implement universal teaching evaluations

Teaching quality a top concern of many students, says Randy Boissonnault

Students' Union leaders are optimistic the University of Alberta will adopt a system of universal teaching evaluations that will be acceptable to both students and faculty.

Students' Union President Randy Boissonnault says, "It's important for students to know how professors are teaching and how their peers evaluate their professors."

"I also think it's important for professors to know how their students are evaluating them and for that knowledge to be public," says Boissonnault, hastening to add that the SU's desire to have a system of universal teaching evaluations at the University shouldn't be construed as a witch hunt. "We want to improve the quality of teaching on campus, and work with the faculty to make this one of the preeminent universities for teaching."

"This shouldn't be the only method of evaluating teaching on campus," adds Students' Union Vice-President (Academic), Danya Handelsman, noting that proposals are working their way through the University's governing bodies. Such a system, which many other universities have, would make it easier for faculty to see where the difficulties are and for them to address them, she says.

Boissonnault says that at a time when public funding for universities is being called into question, one of the primary ways of ensuring that funding continues is to make sure the institution has a top-notch teaching staff.

"This is a top concern of a lot of students; we heard that loud and clear during the election. It's time we shattered the myth in the greater community that our professors don't know how to teach, spend less than four hours a week teaching and have their noses buried in their labs all the time. We know that's not true."

What form the universal teaching evaluations would take has yet to be finalized. The Students' Union is anxious, however, that it not be construed by faculty as unconstructive or antagonistic. At the University of Toronto, for example, the students' union publishes a guide evaluating teaching performance called the "Anti-Calendar".

Medicine's Director of the Division of Studies in Medical Education and a person who has reviewed many student evaluations of professors during his academic career.

Electrical Engineering Professor Fred Vermeulen says that when students decide to go to university, they expect—and have a right to expect—they'll be taught by dedicated teachers. He notes that there's no doubt students are more career driven.

"It used to be that students could be assured of a job at the end of their degrees. They realize that if they graduate near the top of their class, their chances will be better for getting a job," he says, adding that students are more careful choosing their courses. "They're looking for courses that will help them prepare for the job market."

"Students tend to be more vocal. We're living in a time when people generally are more cognizant of their rights."

Accounting Professor Mike Gibbins says business students have likely always been career driven. Nowadays students are anxious, he says, noting that only 60 percent of last year's graduating accounting students were able to find jobs.

"Students are a very serious group now. They know that getting jobs isn't going to be easy. They're willing to put themselves out to quite a large degree compared to, say, students 20 years ago. They're hardworking, but they're also critical. They expect to see some benefit ... and I think their perception of benefit is a little more tangible now. Twenty years ago benefit might have been a general feeling that you've expanded your universe."

They're not a homogeneous group, though, he says. "It's quite a challenge to try to appeal to the future accountant, the future non-accountant and the future non-anything in the same room all at the same time. It's a moving target."

Botany Professor David Cass sees another challenge. "It's not big classes that scare me, it's the heterogeneity. Students now bring with them a whole complex of expectations and backgrounds ... and that makes me less certain of what I can do."

Some professors love students who bring a multitude of experiences to class, says Dr Paulson, and their classrooms are filled with energy and debate. Other professors simply consider them to be disruptive.

Students also want professors to sort out complexities. "Some students are happy with ambiguity, but most are not," says Dr Gibbins. "I was teaching about depreciation, a very technical subject. I said to the students there are 17 different ways of doing depreciation, and you can use any of these methods. What's important is that you're able to explain why you chose the method. At the end of the class, a student came up and said there are all these different methods, but which one is the right one? And which one are you going to want on the exam?"■

"We don't want an anti-calendar," Boissonnault says. "There are two possible ways of setting it up. You can have evaluations without any comments, or with comments which are screened by a joint student-teacher committee. You don't want a student's flippant comment to appear as the only evaluator of a professor's teaching ability."

Neither Boissonnault or Handelsman want such a system to result in negative peer pressure. The hope is that positive peer pressure will occur and professors will approach their colleagues who do have the better teaching ratings for advice and expertise, says Handelsman.

"It's a process of modelling," says Boissonnault. "You emulate qualities in your peers who are doing things well. That's one of the things we're hoping this will create. It's a community of scholars learning from each other, and one of the things they can learn from each other is how to teach very well."■

SUPPORT SERVICES

'Information supernova' challenging medical educators

Medical educators are facing what amounts to an "information supernova", and just how they respond to that challenge will be critically important, says the Director of the Division of Studies in Medical Education.

"We spend a lot of time worrying about curriculum revision, but the really important thing to remember is that good academics will be committed to teaching and be able to make any system work," says David Cook. (The division is charged with the responsibility of taking a leadership role in the areas of curriculum development, education and assessment.)

"The Faculty of Medicine has always been very concerned about teaching, and particularly over the last few years it's received even more emphasis," says Dr Cook. "Traditionally, teaching has been a very strong component of our activities ... although there are areas where things could be dramatically improved.

"We're not saints, we're not perfect, but we are quite conscious about our teaching."

There's a very strong wind blowing problem-based learning methods through almost every medical school in the world. Instead of conveying a circumscribed body of knowledge, problem-based learning uses medical problems to trigger learning. McMaster is one of the principal medical schools using the method.

"We've been reluctant to peel off a proportion of the class for problem-based learning, partly because what we see is that in schools that have done that, ultimately, they've attempted to fuse everything back together into a curriculum which includes both problem-based and traditional teaching," says Dr Cook, citing University of New Mexico medical school as an example.

The movement to problem-based learning hasn't been universally accepted, however. Many basic scientists are against the system. And data indicates that the logistics of implementing such a system in large schools can be horrendous.

Dr Cook says, "We're looking at the possibility of developing some block teaching using problem-based learning in phase II (the Medical School has three educational phases). It's already being used in one form or another in a number of courses." (Last year, Dr Cook used problem-based learning methods in one of his therapeutics courses.)

"I don't believe this Faculty will ever completely adopt a problem-based curriculum, but I do believe that we'll see much more of this learning approach. I support that."

Asked whether there's an increasing emphasis on self-directed learning, Dr Cook says that's, of course, central to problem-based learning. "People are becoming more aware of the fact that the cramming-style of learning is less effective." However, he acknowledges that there's not a lot of impetus for curriculum revision. It's hard to argue with success, frankly, when your Medical School's graduates in the last two years finish first overall in Canadian Licensing Examinations.

The task is to retain that lofty position, while at the same time working to improve the educational experiences for physicians-in-training. Dr Cook points out that students find the curriculum demanding and they feel that parts of it are tedious and irrelevant.

So when changes occur, ultimately the objective of the Faculty's content review committee will be to make sure the learning process is as efficient as possible—especially in the face of an "information supernova". The Faculty will have to find ways of determining what's important and what's not, and that amounts to performing a kind of "educational triage", says Dr Cook.

The current role of the division is in organizing examinations both for the Faculty of Medicine and, under contract, for various national and regional health-care governing bodies. In addition, the division runs teaching workshops for faculty members and residents and for some of the affiliated teaching hospitals, and conducts research in medical education. In the future, each of these aspects will be expanded and strengthened, particularly in the areas of research in medical education and assessment, curriculum design and faculty development.

"One of the things that bothered me about the Smith Report [the findings of the Commission of Inquiry on Canadian University Education, released in 1991] was that it seemed to pit research and teaching at two opposite poles. I cannot for the life of me understand that. It's not that one is a predictor for the other, but a good academic should be able to take to both activities. In the Faculty of Medicine, it's not a question of teaching at the expense of research, or research at the expense of teaching. We need to be world-class at both—and we are." ●

Professors can improve their teaching skills

University Teaching Services a vital support service

You've just been hired by the University of Alberta. You know you're a strong researcher, but you'll be the first to acknowledge that your teaching skills need work. So, where do you turn?

A starting point for many new faculty is University Teaching Services' annual orientation for new professors. Established in 1987, the one- to two-day orientation is intended to get beginning faculty members off on the right foot. The intensive orientation exposes new faculty to a variety of teaching issues on campus.

New professors are given timely advice on how to improve classroom and other instructional skills and they're introduced to a host of support services offered on campus.

Each September, UTS conducts a series of workshops and seminars for graduate teaching assistants.

The mandate of UTS is straightforward—to promote excellence in teaching by developing teaching skills of professors,

sessional instructors and graduate teaching assistants. UTS helps teaching staff: learn more about educational issues, develop courses and programs, explore attitudes about teaching and professional responsibilities, enhance student learning and improve the teaching and learning environment.

UTS also has a research function. While the Education Director, Bente Roed, handles the program side of things, Research Director Paula Brook promotes and coordinates research into teaching and learning issues at the U of A.

Faculty enhancement seminars, workshops and informal discussion sessions are also offered by UTS to faculty. They are intended for academics who want to improve their teaching skills, or experiment with new techniques.

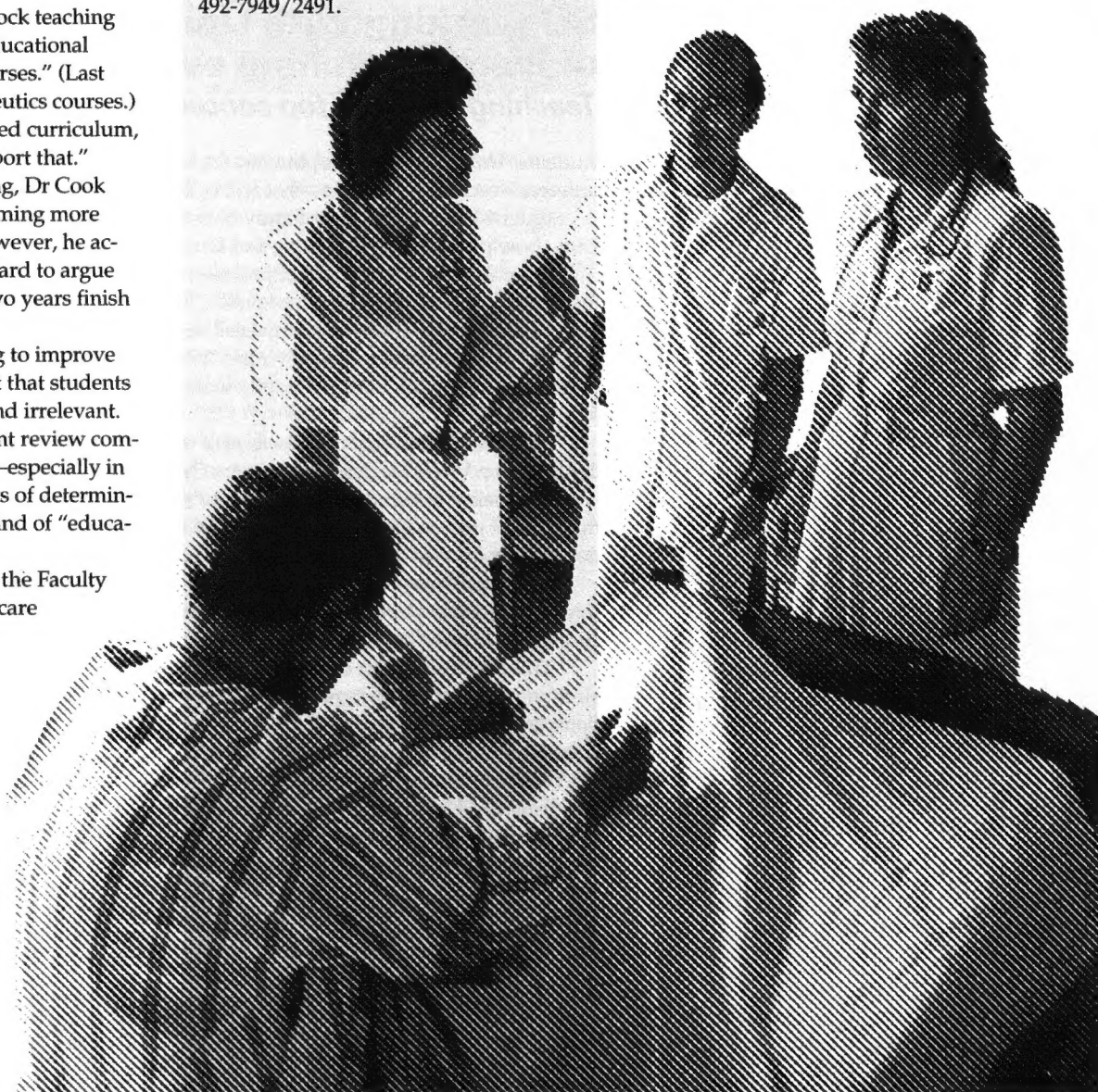
Since UTS doesn't have all the answers, it often relies on some of the University's top teachers. It coordinates a peer consultation program, which allows faculty members to consult with experienced teachers, and has developed a training program for prospective peer consultants.

UTS has a resource centre, has organized conferences on teaching and has assisted in the development of a variety of helpful teaching resources. ●

TEACHING-LEARNING RESEARCH FUND ACCEPTING APPLICATIONS

The deadline for applications to the University Teaching-Learning Research Fund is 15 October. For further details and/or application forms, contact Paula Brook, Research Director, University Teaching Services, at 492-7949/2491.

Physicians will be working along with other health-care professionals in teams. The Medical School wants to make sure they have the skills to do that in the 21st century.



THE TEACHING ROLE



Chancellor Sandy Mactaggart gets the benefit of students' views on teaching and other matters.

President says University takes teaching very seriously

The University of Alberta takes teaching very seriously and is working with its faculty and students to make sure it remains one of the top teaching and research universities in the country, says President Paul Davenport.

"As many of our superb professors profiled in this special issue of *Folio* point out, teaching and research are inseparable and integrally linked activities in a university setting," he says.

"The University of Alberta is committed to ensuring that its faculty are both good teachers and good researchers," says Dr Davenport, who has made a point of continuing to teach a senior economics course despite a hectic schedule as President.

"Across the country, universities are increasingly stressing the importance of quality teaching and learning—and the U of A is no exception." The President adds that at Senate and Board of Governors meetings held across the province, people in the communities often express the hope that their university will remain one of the country's top teaching and research institutions.

"Albertans regard teaching as one of the U of A's most important roles."●

"Albertans regard teaching as one of the U of A's

most important roles."

Paul Davenport



Chancellor's thoughts on teaching at the U of A

One of the functions of the Senate is to act as a bridge between the University and the community which it serves and to interpret the views of the one to the other. The University is highly oriented towards scholarship and research and the reward system of most academic departments reflects this emphasis. The community, says Chancellor Sandy Mactaggart, is more apt to judge the value of the University in terms of the quality of teaching skills that they and their children observe.

The truth is that in universities teaching and research are two sides of the same coin: both are important, both must be recognized, and both must be rewarded. It is a question of balance, that not only must be maintained, but must be seen to be maintained, unless the few unacceptable situations are to acquire an importance beyond reality.

There is presently too much concern for secrecy in this area at this University. Many other universities make public course evaluations that have been screened by joint student-faculty committees. They also strongly support facilities that promote and reward improvements in teaching. We should institute such systems at the University of Alberta. If we just had the courage to do so, we would soon eliminate most of the criticism of our teaching, because everyone would realize why we hold more 3M Awards for teaching excellence than any other university in Canada. Quite simply, the majority of our teachers are excellent.●

Enhance status of teaching, university teachers urge university presidents

Six U of A 3M recipients join voices with colleagues from across the country

Outstanding university teachers from across the country—including six from the University of Alberta—have called on university presidents to improve the overall quality of teaching at Canadian universities.

"As recipients of the 3M Teaching Fellowship [arguably the most prestigious national teaching award university professors can earn], we share many of the concerns and conclusions of Stuart Smith regarding the current status of teaching in Canadian universities," the 3M Fellows stated in a recent letter.

"From our experiences at universities across the country, teaching is indeed undervalued [a key finding of Dr Smith's 1991 Commission of Inquiry on Canadian University Education], at times to the extent that in several institutions new colleagues are encouraged to neglect teaching so that they can get on with the business of research publication that will earn them tenure and promotion," the 47 professors state.

The professors have come up with a number of concrete suggestions for presidents: draw attention to meritorious teaching and learning activities; report innovative teaching activities in reports and newsletters; foster experimentation in curriculum and the way it's presented; foster an environment that facilitates good teaching; encourage and celebrate annual teaching awards; ensure sabbatical leaves for teaching and curriculum-related projects; support instructional development offices; and make sure university teaching courses are available for graduate students intending to enter the professoriate.

The professors said it's their hope that teaching will become as highly recognized and valued at universities as good research.

U of A professors endorsing the open letter to university professors were: Roger Beck (Marketing and Economic Analysis), Rosemary Nielsen (Classics), James Newton (Accounting), Manfred Prokop (Germanic Languages), Ray Rasmussen (Organizational Analysis), and Fred Vermeulen (Electrical Engineering).●

PROFILES

continued from page 8

'Do the students know more than I do?'

You'll do well in any job if you enjoy it, says graduate teaching assistant

"I was sure the class knew more than I did," says Karen Waldron, of her first-year experiences teaching chemistry students at Queen's University as a laboratory demonstrator. "I was really nervous and intimidated, but I got over it."

Reflecting on those formative years as a MSc student, Waldron, who is now a PhD student in the U of A's Chemistry Department, says she was always worried that she wouldn't be able to answer students' questions. Now, however, she simply scans the students' texts for answers, or arranges to meet the students so they can explore the issue together or assures students she'll find the answers and will get back to them.

Waldron is working on her PhD with one of the country's top chemists, Norm Dovichi; she has also taught here for several years as a laboratory instructor for second-year physical chemistry and analytical chemistry courses.

Students say she's good. In fact, outstanding student evaluations, in part, earned her a 1992 Graduate Student Teaching Award. Students find Waldron to be easy to talk to, helpful, easy to find and friendly.

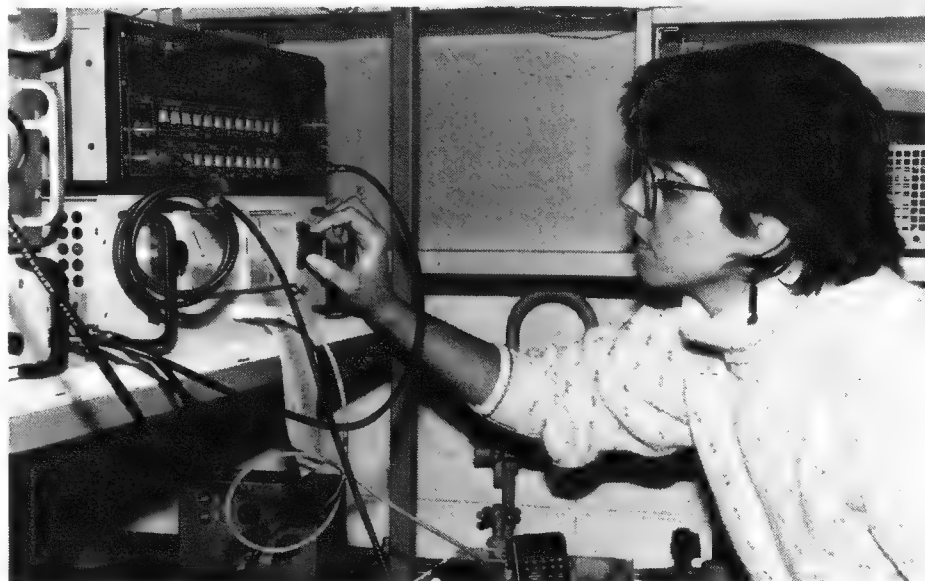
"I like teaching and I look forward to going into the labs," says Waldron, who taught between 16 and 20 students at a time, showing them how to conduct experiments and helping them write up the results.

According to the doctoral student, graduate teaching assistants should never forget their own experiences as undergraduates. They should want to be in front of those classes and they should learn to teach well. The bottom line, for Waldron, is that people are inevitably going to be good at any job if they enjoy it. "Good teachers like to teach."

Like many GTAs, when Waldron began teaching as a master's student at Queen's University, she had had very little training. After she enrolled in the PhD program here, she began to attend University Teaching Services' seminars. Waldron, who was also a sessional instructor at the University of New Brunswick after earning her master's, found the seminars explaining how to conduct labs very useful.

"What's interesting is that what was said was really logical, and I found I was saying to myself, 'Of course, I should be doing these things.'"

Her long-term plans include finishing her PhD, finding a postdoctoral position and eventually landing a tenured position at a Canadian university. Teaching is definitely in the cards. ●



Karen Waldron—one of the University's outstanding graduate teaching assistants.

The best

Continued from page 7

Dr Gibbins says a recent study of accounting professors demonstrates that good teachers and good researchers are highly correlated. And the same scholars who are admired by students are also admired by their colleagues.

"I fear that somehow the perception universities are doing a good enough teaching job will somehow be used to undermine their research effectiveness. That's exactly the wrong way to go. The way to make us better teachers is to make us better researchers as well and bring the two functions back together."

Students admire Dr Gibbins for many reasons, perhaps the most common one being his approach to teaching. Dr Gibbins, who was in charge of the Accounting Education Centre for a number of years and who directed a variety of teaching development projects, says professors must think about courses from students' perspective. Professors have to be modest and perhaps humorous about the topic, deal straightforwardly with questions, make sure exams are consistent with what's taught and be organized.

What does it take to be a good teacher in a university setting? You have to like students and want to help people, says the former accountant, who discovered he liked working with people more than simply doing the numbers. Second, you've got to be able to "see your subject in the round" and realize that your own topic is only one of the things that helps explain the world. "Third, I think you have to be intellectually alive about the topic. You have to feel that it's growing and changing and that you're growing and changing with it.

"If you aren't involved in the topic, I don't see how you can get the students to feel good about the topic. That's why being an active scholar is important to being a good teacher." ●

From words to music

Having just taken part in an official ceremony at which he became the first Honorary Fellow in the Faculty of Arts,

Francis Winspear (right) listens to a performance by pianists Helmut Brauss and Stephane Lemelin. Also pictured are Patricia Clements, Dean of Arts, and President Paul Davenport, who, along with Chancellor Sandy Mactaggart, presided over the tribute to Dr Winspear. More on the 21 September event in next week's *Folio*.



TALKS



ACCOUNTING AND MANAGEMENT INFORMATION SYSTEMS

2 October, 2 pm

Albert S Dexter, University of British Columbia, "Electronic Data Interchange (EDI): Key Audit Issues." B-05 Business Building.

ALBERTA HERITAGE FOUNDATION FOR MEDICAL RESEARCH

6 October, 4 pm

Gregory S May, assistant professor, Department of Cell Biology, Baylor College of Medicine, Houston, Texas, "Mitotic Mutants of *Aspergillus*." Presented by Anatomy and Cell Biology. 5-10 Medical Sciences Building.

8 October, 4 pm

Jamie K Scott, University of Missouri-Columbia, "Designing Epitope Libraries for the Discovery of Peptide Ligands." 2-27 Medical Sciences Building.

14 October, 11 am

Philip Sherman, associate professor, Division of Pediatric Gastroenterology, Department of Pediatrics, University of Toronto, and Hospital for Sick Children, "Mechanisms for Adhesion of Diarrheagenic *Escherichia Coli*." Sponsors: Pediatrics, Medicine, and Foods and Nutrition. 2J4.02 Mackenzie Health Sciences Centre.

CANADIAN INSTITUTE OF UKRAINIAN STUDIES

15 October, 3:30 pm

The Peter Jacyk Centre for Ukrainian Historical Research. Frank Sysyn, "The Khmelnytsky Uprising and Ukrainian Nation-Building." 352 Athabasca Hall.

15 October, 7:30 pm

Oleksander Svetlov, professor of Criminal Law, Institute of Legal Studies, Kiev, "The Proposed New Constitution of Ukraine" (in Ukrainian). Heritage Lounge, Athabasca Hall.

CANADIAN MEDITERRANEAN INSTITUTE

8 October, 7:30 pm

Alastair Small, "Roman Portrait Sculpture: Illustrated." Provincial Museum of Alberta, 12840 102 Avenue.

CHEMICAL ENGINEERING

8 October, 3:30 pm

W Kwok, "Dispersion in Consolidated Sandstone Cores with Radial Flow." 342 Chemical-Mineral Engineering Building.

15 October, 3:30 pm

Albert KM Wong, "A New Correlation for Predicting Sieve Tray Efficiency." E-342 Chemical-Mineral Engineering Building.

CHEMISTRY

2 October, 2 pm

The Harry Emmett Gunning Lectures—JF Holzwarth, Fritz Haber Institute, Max Planck Gesellschaft, Berlin, "Cryoelectron microscopy as a Tool for Time-Resolved and Static Structures During the Phase Transition in Lipid Vesicles: A Comparison with Iodine Laser Temperature Jump Results." V-106 V-Wing.

10 October, 11 am

Mark Cushman, Department of Medicinal Chemistry and Pharmacognosy, Purdue University, "Design and Synthesis of Protein-Tyrosine Kinase Inhibitors as Potential Anticancer Agents." V-107 V-Wing.

CLUB IDC

9 October, 3 pm

Jasmine El-Nahhas, "An Innovative Model to Address Violence Against Women: The Brazilian Experience and its Implications for Canada." 5-180 Education North.

COMPUTING SCIENCE

5 October, 3 pm

Randy Pausch, University of Virginia, "A Rapid Prototyping System of Virtual Reality." 619 General Services Building.

DENTISTRY

3 October, 8:30 am

Norman Wood, Naresh Jha, Tim McGaw, Jean-Marc Nabholz, Derald Oldring, and John Wolfaardt, "Oral Oncology—An Update for General Dentists." Fee. Information and registration: Debbie Grant, 492-5023. 4069 Dentistry-Pharmacy Centre.

DEVELOPMENTAL DISABILITIES CENTRE

13 October, 6 pm

Jack A Naglieri, Ohio State University, "Identification of Emotional Disturbance: Draw a Person, and the New Devereux Behavior Rating Scales." Fee. Information and registration: 492-4505. 176 Education South.

14 October, 6 pm

JP Das and JR Kirby, Queen's University, "Diagnosis of Dyslexia Through Cognitive Tests." Fee. Information and registration: 492-4505. 176 Education South.

EAST ASIAN LANGUAGES AND LITERATURES AND WOMEN'S STUDIES

5 October, 3:30 pm

Rey Chow, Comparative Literature, University of California, Irvine, "Love Me, Master; Love Me, Son." 5-20 Humanities Centre.

ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

5 October, noon

John Richards, professor of Economics, Simon Fraser University, "The Case for a Tight Division of Powers or Why NAC is Wrong." 10-4 Tory Building.

ENTOMOLOGY

8 October, 4 pm

Heather Proctor, Department of Biological Sciences, University of Calgary, "Trembling Males and Grasping Females: Sensory Exploitation and the Evolution of Courtship in Water Mites." TBW-1 Tory Breezeway.

14 October, 4 pm

Joe Elkinton, Department of Entomology, University of Massachusetts, "Epizootiology of Gypsy Moss Nuclear Polyhedrosis Virus." TBW-2 Tory Breezeway.

ENVIRONMENTAL RESEARCH AND STUDIES CENTRE

7 October, 1 pm

Larry Keith, Radian Corporation, "Environmental Analysis: Knowing What To Ask For." CW-410 Biological Sciences Centre.

FAMILY STUDIES

5 October, 11 am

A panel of academic staff and graduate students, "Graduate Student Involvement in Research and Authorship Issues." 3-57 Assiniboia Hall.

FOOD SCIENCE

8 October, 1 pm

Sermet Yalcinkaya, "The Effect of Heat Treatments on Functional Properties of Carrageenan in Milk Systems." 1-13 Agriculture-Forestry Centre.

13 October, 11 am

Liam Donnelly, director, National Dairy Products Research Centre, Moorepark, Ireland,

"Modification of Whey Protein Functionality by New Technologies for Separation and Hydrolysis." 1-13 Agriculture-Forestry Centre.

GEOGRAPHY

2 October, 3 pm

Wally Diefenthaler, teacher, Bellerose High School, St Albert; Maureen Duguay, assistant principal, St Brenden Elementary School, Edmonton; Robert Twerdoclib, teacher, Entwistle School, "Putting Geography Back into School." 3-36 Tory Building.

9 October, 3 pm

Gordon Swaters, "The Evolution of the February 1989 Pacific Atmospheric Block." 3-36 Tory Building.

HISTORY

15 October, 3:30 pm

John H Thompson, Department of History, Duke University, North Carolina, "Peasants, Yeomen, 'Independent Commodity Producers', and Agri-Businessmen: Conceptualizing Prairie Rural Society." 2-58 Tory Building.

LIMNOLOGY AND FISHERIES DISCUSSION GROUP

8 October, 12:30 pm

Burkhard Scharf, Institut für Gewässerforschung, Magdeburg, Germany, "Limnology of the Eifel Maar Lakes of Germany." M-149 Biological Sciences Centre.

15 October, 12:30 pm

Jim Cardwell, "Sex (Behaviour), Sex (Change) and Sex (Steroids): Behavioural Endocrinology of a Coral Reef Fish." M-149 Biological Sciences Centre.

PHILOSOPHY

9 October, 3 pm

Grant Brown, assistant professor, Faculty of Management, University of Lethbridge, "Preferential Hiring and the Politicization of the Academy." 4-29 Humanities Centre.

PLANT SCIENCE

6 October, 12:30 pm

Lisa Boyko, "The Effect of Sulfur Dioxide on Plant Pathogenic Fungi." 1-30 Agriculture-Forestry Centre.

8 October, 12:30 pm

Mei Geng, "Antifreeze Proteins." 1-30 Agriculture-Forestry Centre.

PHYSICS

2 October, 2 pm

John R Clem, Ames Lab—USDOE, Iowa, and Department of Physics and Astronomy, Iowa State University, "Why Do the High T_c Cuprates Become Worse Superconductors as they Become Two-Dimensional?" V-121 V-Wing.

RURAL ECONOMY

5 October, 3:15 pm

MK Luckert, "Newsprint Recycling Legislation: Will it Alleviate or Exacerbate Landfill Problems?" 519 General Services Building.

RURAL ECONOMY AND WOMEN'S STUDIES

8 October, 3:30 pm

Appolonia Kerenge (Tanzanian), Pan-African Institute for Development, and Margaret Ajaja (Nigerian), Centre for Management Development, "Management Training for Women in Africa: Needs and Initiatives." Senate Chamber, Arts Building.

SOIL SCIENCE

8 October, 12:30 pm

Graham Hillman, Forestry Canada, "Some Hydrological Effects of Peatland Drainage in Alberta's Boreal Forest." 2-36 Earth Sciences Building.

13 October, 12:30 pm

Kiran Raverkar, "Role of Vesicular-Arbuscular Mycorrhizal Fungi in N₂-Fixation in Legumes and N-Transfer from Legumes to Non-Legumes." 2-36 Earth Sciences Building.

UNIVERSITY TEACHING SERVICES

5 October, 3 pm

David A Cook, "Way to Improve a Lecture." TBW-2 Tory Breezeway.

6 October, 3:30 pm

Jill Oakes, "Providing Positive Critical Feedback." 269 CAB.

7 October, 2 pm

M Anne Naeth, "Leading Discussions." 369 CAB.

8 October, 2 pm

Dana Hames Wertenberger, "Learning Styles and Teaching Strategies." 269 CAB.

13 October, 12:30 pm

Joseph A Buijs, A Brian Nielsen, and Olive Yonge, "How Well Am I Teaching? How Can I Find Out?" 269 CAB.

14 October, 3 pm

Jeanette Buckingham and Sandra Shores, "Imparting Information Literacy." 369 CAB.

15 October, 12:30 pm

John Bachynsky, "Building Experience Into Classwork: Use of a Management Dossier." 269 CAB.

WOMEN'S STUDIES

14 October, 4 pm

Vjera Bonifacic, "A Feminist Reading of Material Culture: Lace and Women in Dalmatia." Senate Chamber, Arts Building.

ZOOLOGY

2 October, 3:30 pm


Lincoln Chew, Department of Psychology, University of Lethbridge, "Fish Ethology: Pure and Applied Aspects." M-149 Biological Sciences Centre.

9 October, noon

Curt Strobeck, "Genetic Differences Between Plains and Wood Bison." G-208 Biological Sciences Centre.

9 October, 3:30 pm

Kevin Teather, Augustana University College, Camrose, "Sexual Dimorphism: Consequences for Patterns of Growth and Development in Birds." M-149 Biological Sciences Centre.

 This symbol denotes environmentally related seminars/events. If you wish to have an environmentally related event listed in this way, please contact: The Environmental Research and Studies Centre, 492-6659.

U of A
Fire Drill Day
Wednesday, 7 October
10:45 am and 2:45 pm

ACCOMMODATIONS AVAILABLE

VICTORIA PROPERTIES - Experienced, knowledgeable realtor with Edmonton references will answer all queries, and send information. No cost or obligation. Call (604) 595-3200, Lois Dutton, Re/Max, Ports West, Victoria, BC.

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RENT - Millwoods Satoo, ranch-style bungalow. Off-white carpet, fireplace, three bedrooms up, one down. No pets, nonsmokers. \$1,200/month. 1 September 1992. Western Relocation, 434-4629.

RENT - River valley view, 1,100', two bedrooms, two baths. Lease, immediate. \$1,100/month. Western Relocation, 434-4629.

RENT - Penthouse, Saskatchewan Drive. Breathtaking view, exquisite decor, two bedrooms, 2,098'. Immediate, \$1,850/month. Western Relocation, 434-4629.

RENT - Grandview, unique, four bedroom bungalow. Near University Farm/river valley. \$1,650/month. Western Relocation, 434-4629.

RENT - West end, 199 Street acreage. New, three bedroom bungalow, custom-built, open floor plan. \$1,500/month. Western Relocation, 434-4629.

RENT - Primrose, perfect location, perfect condition. Spacious bungalow, three bedrooms, two baths, double garage. \$1,200/month. Immediate possession. Western Relocation, 434-4629.

RENT - Furnished, two bedroom apartment, 102 Avenue 120 Street. \$625/month. 20 October - 30 April. Janet Jenner, Spencer Realty, 435-0808.

RENT - Contemporary, southwest executive, two storey, 2,135'. Cul-de-sac, immaculate, \$1,300/month. Janet Jenner, Spencer Realty, 435-0808.

SALE - By owner, Aldergrove, four level split, Perry-built. Four bedrooms, large kitchen, separate dining, family room, fireplace, huge fenced yard, paved driveway. \$126,900. 487-3958, 492-1227.

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SALE - Rosedale, Victorian, three bedrooms. 9627 101 Street. 428-1080.

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SALE - Belgravia, five bedroom, two storey. 2,700', family room, den, fireplace. Great location, close to the river valley. \$209,500. Ed Lastiwka, Royal LePage Realty, 446-3800.

SALE - University area, two bedroom bungalow. Legal one bedroom suite, double garage, south yard. \$109,500. Ed Lastiwka, Royal LePage Realty, 446-3800.

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newer furnace. Three bedrooms, den, fireplace, \$199,800. For appointment, 483-8635.

RENT - Sabbatical house, available December - 30 April. Belgravia, two bedrooms, furnished. 436-5522.

RENT - Basement suite, Windsor Park. Grad student or professional. Nonsmoking. (403) 539-6576.

SALE BY OWNER - UK apartment, Ludlow, historic Welsh border town. Central within new complex. London - 120 miles. Stratford - 45 miles. 550' approximately: lounge, bedroom, kitchen, study, shower-room. Asking \$92,000. Phone (403) 488-3785.

RENT - Unfurnished family home, Windsor Park. Five-minute walk to University. 3-4 bedrooms, 2 1/2 baths, two fireplaces, laundry room, rec room. Appliances included. Available January 1993. \$1,100/month. 486-5541.

RENT - 8025/8029 112 Street. New, spacious, executive 1/2 two storey duplex. Three bedrooms, appliances, double garage, \$1,250/month. \$1,600/month including one bedroom basement suite with separate entrance. 435-4326, 492-1130.

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SALE - Upgraded bungalow, large, bright kitchen. Ideal for University. Chris Tenove, Spencer Realty, 435-0808, 433-5664.

SALE - Saskatchewan Drive. Quiet location, terrific river view. Large bungalow, super lot, 80' x 150'. Walk to University or hospitals. Chris Tenove, Spencer Realty, 435-0808, 433-5664.

RENT - Two bedroom house, 10135 83 Avenue. Single garage, \$750/month plus utilities. 434-1465.

SALE - Saskatchewan Drive, \$77,777. Best buy in Strathcona House! Beautiful panorama from corner unit. Helen Rhodes, Re/Max, 426-4461, 488-2180.

SALE - Townhomes, two/three bedrooms, some completely refurbished from \$59,900. Helen Rhodes, Re/Max, 426-4461, 488-2180.

LEASE - Condominium, overlooking river valley, \$1,450 per month. Helen Rhodes, Re/Max Realty, 426-4461, 488-2180.

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MCCALLA PROFESSORSHIPS: FACULTY OF ARTS

The Faculty of Arts invites continuing full-time members of the Faculty to apply for a McCalla Professorship for 1993-94. These prestigious awards provide full-time teaching relief for the period September to April to enable recipients to pursue a research/creative project in Edmonton. The Professorships cannot be held concurrently with, immediately preceding, or immediately following a study or administrative leave.

Application forms are available from department offices. Applications are to be forwarded to Department Chairs and must be received by the Dean of Arts by 15 November 1992. Additional information may be obtained from Baha Abu-Laban, Associate Dean of Arts (492-9132).

The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

ACADEMIC

ASSISTANT PROFESSOR - VEGETATION CONSERVATION SCIENTIST (Joint appointment, Departments of Forest Science and Plant Science, Faculty of Agriculture and Forestry)

Applications are invited for a full-time, tenure-track faculty position in the Departments of Forest Science and Plant Science in the field of vegetation conservation science. Responsibilities will include undergraduate and graduate teaching and research with one or more of the indicated specialties in support of the Faculty's new BSc in Environmental Sciences and Conservation, as well as established programs. The incumbent will be expected to develop an active research grant and graduate student portfolio.

The Departments of Forest Science and Plant Science have facilities for controlled-environment research, plant nutrition studies, cold storage of germplasm, tissue culture, cloning, and for plant production research. Excellent greenhouse and field facilities are available.

The ideal candidate will have depth of scientific experience in vegetation conservation, assessment, and management for consumptive and nonconsumptive uses, and would be a specialist in one or more of the following areas: applied ecology, wildlands or wildlife habitat; land reclamation; wetlands; rangelands; forage resources and other cropping systems; vegetation assessment, inventory and management; environmental impact assessment; ecology of vegetation systems. The successful candidate will be capable of teaching and applying skills in rangeland, forests, parks or wildlands, and also to reclamation sites.

This person will develop a research program in one or more of these areas of resource conservation and management in collaboration with other researchers.

Teaching duties will cover an array of these areas and will include contributions to an introductory course in global ecosystems and human involvement, a senior-level course in vegetation reclamation of forest lands, and new courses in vegetation inventory and vegetation conservation science.

Applicants must have a PhD; postdoctoral and teaching experience is desirable. A degree related to wildland or cultivated land management is desirable. Duties to commence 1 July 1993, or earlier (negotiable). The current annual salary range (Assistant Professor, 1992-93 schedule) is \$40,035 to \$57,003 plus benefits. Closing dates for applications is 31 December 1992. Applications, including *curriculum vitae*, transcripts and the names and addresses of three referees, should be sent to: Dr Bruce P Dancik, Chair, Department of Forest Science, Faculty of Agriculture and Forestry, University of Alberta, Edmonton, Alberta T6G 2H1 (Phone (403) 492-4413, Fax (403) 492-4323).

DIRECTOR, LANGUAGE RESOURCES CENTRE

The Faculty of Arts invites applications and nominations for the post of Director of the Language Resources Centre. The appointee must already be a continuing member of the University of Alberta staff, preferably a faculty member in one of the following Departments: Classics, East Asian Languages and Literatures, Germanic Languages, Romance Languages, Slavic and East European Studies. The post carries partial release from teaching duties.

The LRC is a facility for machine-assisted language learning. The Director is responsible for the academic direction of these operations, in particular for planning and implementing the use of new technological aids in second language teaching and for creating a meeting ground for University of Alberta language teaching staff to share their methodological experiences and expertise. It is expected that the expansion of computer-assisted language learning (CALL) will be a major responsibility of the Director, who will be expected to exercise leadership in integrating CALL into language teaching, and in planning facilities and encouraging research for the increased use of CALL.

The appointment is expected to take effect on 1 January 1993, for a term of three to five years. Applications and nominations should be sent by 16 October 1992 to: Dr Mohan Matthen, Associate Dean (Humanities and Fine Arts), Faculty of Arts, 6-27 Humanities Centre. For further information, please call or write to Dr Matthen.

SUPPORT STAFF

To obtain further information on the following positions, please contact Personnel Services and Staff Relations, 2-40 Assiniboia Hall, telephone 492-5201. Due to publication lead time and the fact that positions are filled on an ongoing basis, these vacancies cannot be guaranteed beyond 25 September 1992. For a more up-to-date listing, please consult the weekly Employment Opportunities Bulletin and/or the postings in PSSR. Positions available as of 25 September 1992.

The salary rate for the following positions reflect adjustments in accordance with the new classification system and pay plan.

SWITCHBOARD OPERATOR (RECEPTIONIST) (Grade 4), Office of the Dean of Dentistry, (\$1,732 - \$2,135)

SECRETARY (Grade 5), Faculty of Business (MBA/MPM Programs), (\$1,891 - \$2,343)

SECRETARY (Grade 5), Faculty of Nursing, (\$1,891 - \$2,343)

MEDICAL STENO (Grade 6), Psychiatry, (\$2,070 - \$2,580)

DEPARTMENTAL/EXECUTIVE SECRETARY (Grade 6), Student Services (Personal and Academic Resources), (\$2,070 - \$2,580)

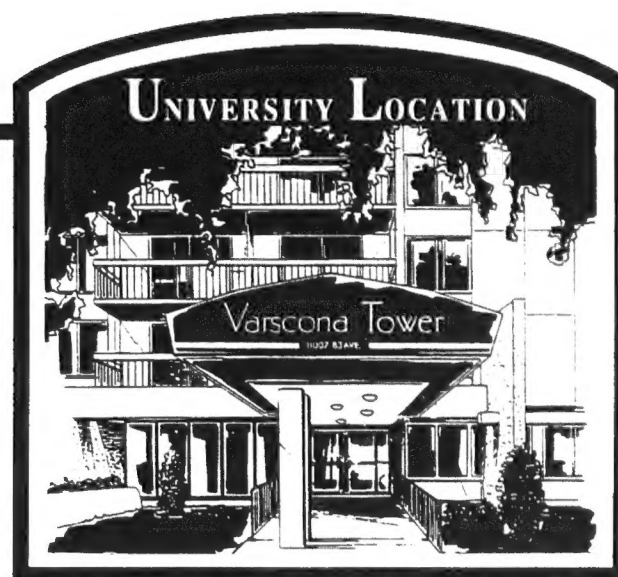
TECHNICIAN (Grade 8) (Trust), Medical Microbiology and Infectious Diseases, (\$2,437 - \$3,071)

PROGRAMMER ANALYST (Grade 10), Computing Science, (\$2,839 - \$3,620)

FARM TECHNICIAN (MANAGER SWINE UNIT), (Grade 10), (40 hour week), Animal Science, (\$3,245 - \$4,137)

The following position retains its salary rate in accordance with the previous classification system and pay plan.

SURGICAL TECHNICIAN (Trust), Faculty of Medicine (Cardiology), (\$2,093 - \$2,692)



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CURRENTS



Remembering Eli Mandel

There will be an informal gathering in memory of Eli Mandel, former member of the Department of English and an award-winning poet and critic. It will take place in the Upper Lounge of the Faculty Club on Wednesday, 7 October, at 4 pm. Janice Williamson, who is helping to organize the event, says, "Please bring your stories and favourite poems to share in remembering Eli."

Chair Selection Committees: Faculty of Arts

The Faculty of Arts wishes to announce that Chair Selection Committees are being established to select new Chairs for the Departments of Drama, East Asian Languages and Literatures, Economics, Slavic and East European Studies, and Sociology. These committees are prepared to receive nominations and comments from members of the University community; they should be addressed to Dr Patricia Clements, Dean of Arts, 6-33 Humanities Centre.

Housing and Food Services Enviro Fair

The Department of Housing and Food Services is sponsoring its first ever Environmental Awareness Exposition and BBQ for students and staff in its six residence communities. The purpose of the Enviro Fair is to launch environmental initiatives in the residences and to sensitize students and staff to the need for energy reduction and waste management. The fair is set for 4 October, noon to 3 pm, at Michener Park, 48 Avenue and 122 Street. Further details are available from Michel Ouellette, Residence Life Programming Manager, at 492-4281.

Chair Selection Committee invites comment

A Selection Committee for Chair, Department of Organizational Analysis, Faculty of Business, has been established. Anyone wishing to make suggestions/comments to this committee should do so before 15 November by writing to Rodney Schneck, Acting Dean, Faculty of Business, 4-40 Business Building.

MANAGER

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FOLIO

Volume 30 Number 8

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RON THOMAS: EDITOR

MICHAEL ROBB: ASSISTANT EDITOR

Public Affairs produces *Folio* on a regular basis for the staff and other interested persons.

DEADLINES:

Notice of coming events: 9 am three weeks in advance of event. **Classified advertisements:** 3 pm one week before desired publication date. This date also serves as the deadline for cancellation of advertisements. Advertisements cost 40 cents per word with no discount for subsequent insertions. There is a limit of 30 words and a minimum charge of \$2.00. Advertisements cannot be accepted over the telephone. All advertisements must be paid for in full at the time of their submission.

Display advertisements: 3 pm Thursday, eight days before desired publication date. Camera ready artwork is required to size, complete with halftones if necessary. Contact Public Affairs for sizes, rates and other particulars.

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